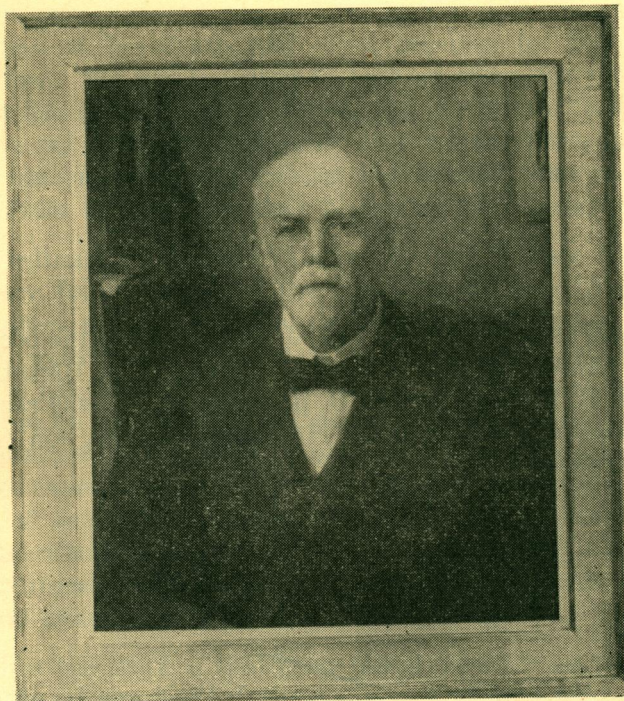


Millsaps College Bulletin



ROBERT SCOTT RICKETTS

Volume 31

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Number 4

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ROBERT SCOTT RICKETTS

1843 - 1918

REV. J. B. CAIN, *D. D.*

It is not my purpose this morning to give a biographical sketch of Professor Ricketts, because that has already been done in an excellent fashion, first by Dr. A. F. Watkins at the time of his death and more recently by Dr. A. P. Hamilton. We are indebted to both of these for the facts in the life of this worthy son of the old South. Rather it will be my purpose to enquire why we are here, and for what reason do we pay tribute to this man, who has been gone from us for more than a quarter of a century.

Ordinarily the world pauses to pay tribute to those who are found in one of the following groups: Warriors, statesmen, orators, writers, or financiers. It is not for us now to question the wisdom of the world in this regard, nor even to ask whether often this honor given to such persons may not be the result of accidental circumstances in which the question of merit and ability had but little part. We cannot change, and we do not try, the long-established practices of the human family, but we are fully justified in asking whether there may not be some better standards of greatness than those proclaimed in the forum or the market place.

For the truth is that some other reason must be found why the college itself departed from a custom held for the first twenty-five years of its history in granting to Professor Ricketts an honorary degree at its commencement in 1917 and why we gather here in 1948, long after many of those who lived in his day have been forgotten, to honor ourselves in paying tribute to his memory.

We cannot escape the fact that Professor Ricketts was neither a warrior, a statesman, an orator, a writer, or a financier, except in the most limited use of these terms. His service in the Confederate army was honorable but brief, and after that dread conflict was over he laid aside the habiliments of war and gladly took upon himself the

Address delivered by Rev. J. B. Cain upon the occasion of the presentation of a portrait of Dr. R. S. Ricketts by Mrs. R. B. Ricketts and R. B. Ricketts, Jr. It was received on behalf of the College by Mr. John Ricketts, son of Dr. R. S. Ricketts.

garments of peace. No accidental glory attaches itself to his name by reason of his presence at the great battles of the world, that furnish the background against which many an ordinary mortal finds himself lifted to the level of a hero and enshrined in the memory of his fellows.

Neither was he a statesman in the sense that he held public office, though we cannot help but wonder what the outcome for good might be in our own fair land if men of his character and genuine ability were elected to office more often. Having seen that experiment tried so seldom we are hardly in position to pass judgement on its outcome, but we cannot escape the conclusion that great and lasting good would come from such action on the part of our citizens. Professor Ricketts made no pretension to oratory and yet the marvelous thing about it is that his words carried conviction and the memory of his statements is still motivating the conduct of his former students long after the flamboyant eloquence of the professional orator has died away in the limbo of properly forgotten things.

He was not a writer, except in some brief and interesting accounts of the events that took place in the churches and districts where he happened to be. In early days he was nearly always secretary of the District Conference, a place seldom held by a layman, and he always gave a clear and pleasing account of the actions that transpired in such a gathering, which sometimes lasted for several days. It is to be regretted that he did not write more, since in that way those who never knew him in person might have felt the influence of his thinking.

I suppose that it is hardly necessary to say that he was not a financier nor that, being a teacher, he was never corrupted by the influence of great wealth. In a real sense, however, he was a financier in a more real fashion than the accidental millionaires who come into prominence by the discovery of oil, gold, or by the turn of events in the world markets. Professor Ricketts was born in a humble home, where his father lived while serving a Methodist circuit in Warren county. His early life was spent in the

Florida parishes of Louisiana and in the schools in that area, which included his alma mater, Centenary College. The life of a student in those days, except for the sons of wealthy planters, was filled with privations and hardships, meager living but high thinking. After his return from the Confederate army and after he entered the teaching profession he found it no small task to provide the necessities of life and the advantages of an education to a growing family, but it is a tribute to his strength of character and financial ability that he met the situation with credit to himself and more than satisfactory results in the lives of his children.

If the ordinary standards of public acclaim fail us in our appraisal of the life and character of this good man, where shall we find the answer to the unquestioned fact of his influence while he lived and in even greater measure after his translation? It sounds unimpressive to say that he was a good man, a Christian gentleman, a faithful layman in the church, a kind husband and father, and a teacher of young men and young women. Others had each of these qualities but it was in the unusual combination of all of them that we find the secret of his greatness.

To say that the memory and influence of Professor Ricketts lingers with us still because, like Barnabas, he was a good man seems to indicate that such a quality is rare. Not so, for there are many good people, perhaps more than we sometimes imagine, but there was something so genuine, so unassuming and modest about his goodness that it set him apart and made him a sort of a symbol of high moral character and spiritual reality at its best. He had about him no pretension of goodness for he needed none, no proclamation of his inner life and character because it was written on his face, as well as in the Lamb's Book of Life. Like the worthy knight in Tennyson's immortal poem "His strength was as the strength of ten, because his heart was pure." Most of his life was spent in the period when the passions and prejudices of men swept other good men from their moral and spiritual bearing, but such was his insight into the spiritual realities by which men live that

the temporal weaknesses of mankind found no response in his inner life and character.

I have said that he was a Christian gentleman. Now evidently many men seem to be able to be Christian without being gentle and some men seem able to be gentlemen without being Christian, but the combination of both of these qualities, as they were combined in Professor Ricketts, not only makes their possessor outstanding but also renders a distinct service to Christianity before the world. He was not a preacher, but beyond question he felt the call to be a Christian layman quite as clearly as any minister of the gospel. Not only was he faithful in the discharge of his duties as a layman but he felt the obligation to live by the moral and spiritual precepts by which the ministry is called to live. In an address before the ministerial students many years ago he told of an individual of whom it was said that under the most doubtful of circumstances no one would doubt his character, because his reputation was so firmly established by his life. I have wondered if this individual were not himself and that his modesty prevented him from identifying the individual in question. As a steward or Sunday School teacher he was faithful and effective and the churches at Port Gibson, Brookhaven, and Jackson felt the impact of his service over a long period of years. An unbiased historian a few years ago mentioned Professor Ricketts as the outstanding Methodist layman in the whole range of Mississippi Methodism.

But it was as a teacher that he was best known and in this field he exercised his greatest influence. You will note that I have always referred to him as Professor Ricketts, because it is in his teaching profession that I always think of him. Four schools felt the influence of his teaching: Baton Rouge Collegiate Institute, Port Gibson Female College, Whitworth College, and Millsaps College. Technically he was not a professor in Millsaps College proper but in the Preparatory Department of Millsaps College and later in the Millsaps Preparatory School.

In order to have a clear picture of the situation we must pause for a moment to remember that ancient, inter-

esting, and almost forgotten institution, the high school or preparatory department of the college, which flourished, more or less, from the beginning of the school until nearly thirty years later. When the college was established in 1892 there were few high schools in the State and almost none in rural sections. Every college of that day had classes for students below the college level. At first it was a separate department in name only; students mingled freely on the campus, ate in the same boarding places, joined the same literary societies, and participated on equal terms in such athletics as prevailed on the campus. It was not until the college had been in existence for seven years that any distinction was made in the catalogue between college and preparatory students and when this was first done in the 1899-1900 session the preparatory students furnished forty per cent of the entire student body. (It is said that at Centenary College at one time there were twice as many preparatory students as college students).

Preparatory students at Millsaps in early days came from several sources. Some of them were Jackson students who lived nearer the college than they did Central High School. Some had attended the latter but had left it on the advice of the superintendent and with the consent of the faculty. Some of them were juvenile delinquents from various parts of the State, though they probably did not know it, since that fearful phrase had not been coined. Mainly they were from rural sections, where high schools were either lacking altogether or stopped at certain levels. It was as heterogenous a group as can possibly be imagined. The age range extended from fourteen to thirty, the latter being ministerial students who were making up lost time.

It was this sort of group for whom Professor Ricketts was responsible and with whom he earned an undying fame. For ten years he taught Greek and mathematics but after the teaching of the language of Plato was taken over by that rugged individualist, Professor George W. Huddleston, he taught mathematics alone. In this fairly prosaic subject he made for himself a name as a teacher that will not soon be forgotten. To be sure higher mathematics in astronomy

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or engineering may be dramatized into something mysterious and challenging, but the lower levels of mathematics are like a stairway through semi-darkness where by patient and persistent effort one makes his way to the higher levels of light and power. There is beyond question value in knowing that the diagonals of a parallelogram are equal and bisect each other but no lad fresh from his father's farm would ever have discovered it unless a master hand had been at the helm.

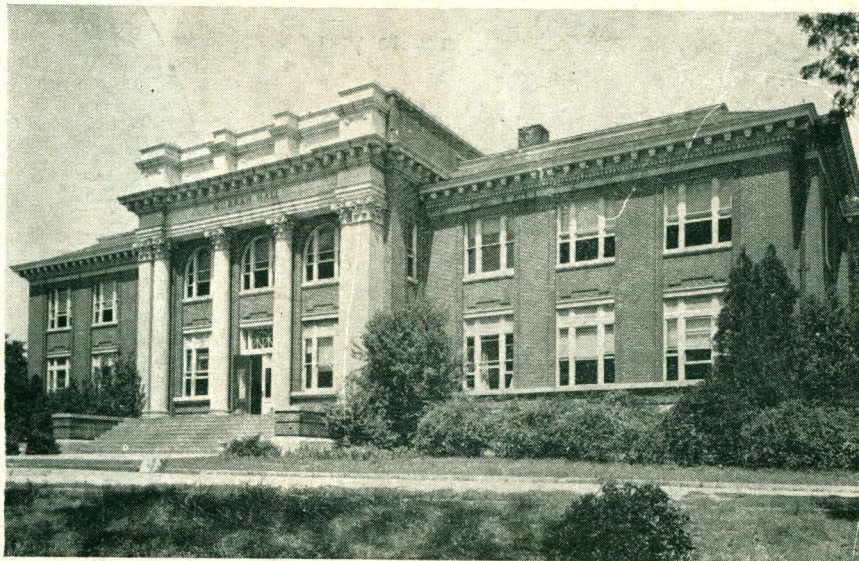
How did he do it? How did Professor Ricketts make mathematics and everything else he touched come to life? There was no magic about it, except the magic that always attaches itself to human personality, thoroughly conscientious and wholly devoted to the extension of knowledge and the increase of the sum total of human awareness of the potentialities of a world that God has created.

I can see him now, standing by his desk in the room on the second floor of the old main building, with a genial light in his eye, reflecting a genuine interest in his soul. He was teaching a subject, but more than that he was teaching a boy. Then, too, I can see him as he makes his way along the path that led from his home to the school. My last remembered conversation with him took place there, as he stopped to say a word of appreciation for something I had done, something of which I was not conscious, but which his keen discernment had noted and his appreciative spirit could not fail to mention. Like Hamlet's father:

"He was a man, take him for all and all,
I shall not look upon his like again."

Presenting MILLSAPS

The
College
of



Friendship
Leadership
Opportunity

MURRAH HALL — ADMINISTRATION BUILDING

MILLSAPS COLLEGE BULLETIN

PUBLISHED MONTHLY DURING THE COLLEGE YEAR

VOLUME THIRTY-ONE

APRIL, 1948

NUMBER EIGHT

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MILLSAPS COLLEGE - - -

- - - will welcome you!

My dear friend:

It pleases me to speak for Millsaps and extend greetings to you from Millsaps College and myself.

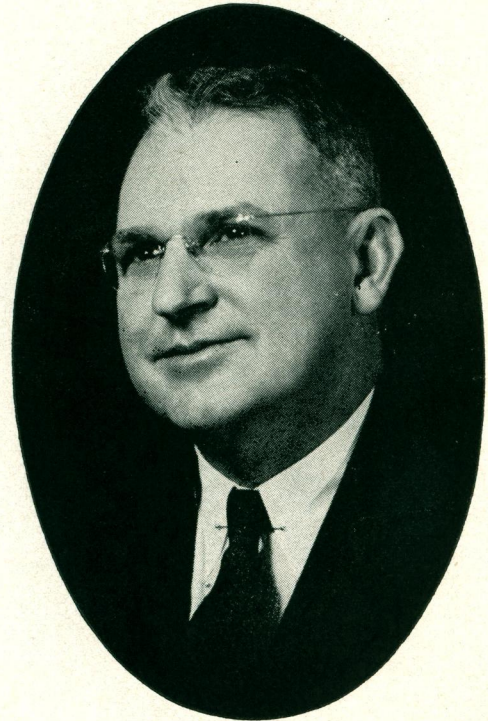
In planning for a college education you are planning for perhaps the four most important years of your life. What your college career does for you will have a tremendous influence upon your future. If you plan wisely, your four campus years will be an investment of time and effort paying big dividends.

Millsaps is proud of its part in the training of tomorrow's leadership. For more than half a century it has stood as an institution dedicated to the broad cultural training of its students, and its graduates have proved in all walks of life the value of such training.

You will find here new and congenial friends among the students and faculty who will eagerly share your joys and responsibilities and glory in your efforts and achievements. Millsaps invites you to become a part of this happy, congenial, college community while preparing for the "life of tomorrow." Come or write for further information! You are always welcome.

Sincerely,

M. L. Smith



M. L. SMITH, President

"I'll be glad to meet you."

Millsaps College - - -

. . . stands today as a symbol of culture and presents a program of learning unhampered by political influence or other factors which tend to limit freedom of thought. Millsaps is now a great center of learning . . . in the future it will be even greater.

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● Entrance, CARNEGIE-MILLSAPS LIBRARY



An Ideal In Education - - -

Millsaps College, during its half century of educational progress and leadership in Mississippi, has guided a pulsating stream of youth through the gates where learning, understanding, culture, appreciation and preparedness for useful service were its aims. With adequate specialized training, built upon a substantial cultural foundation, Millsaps graduates have gone out, as they go out today, prepared to further their own interests and to aid in the development of the resources of the state which their college has served so well.

Conscious though it is of constructive work of the past, Millsaps realizes that an even greater

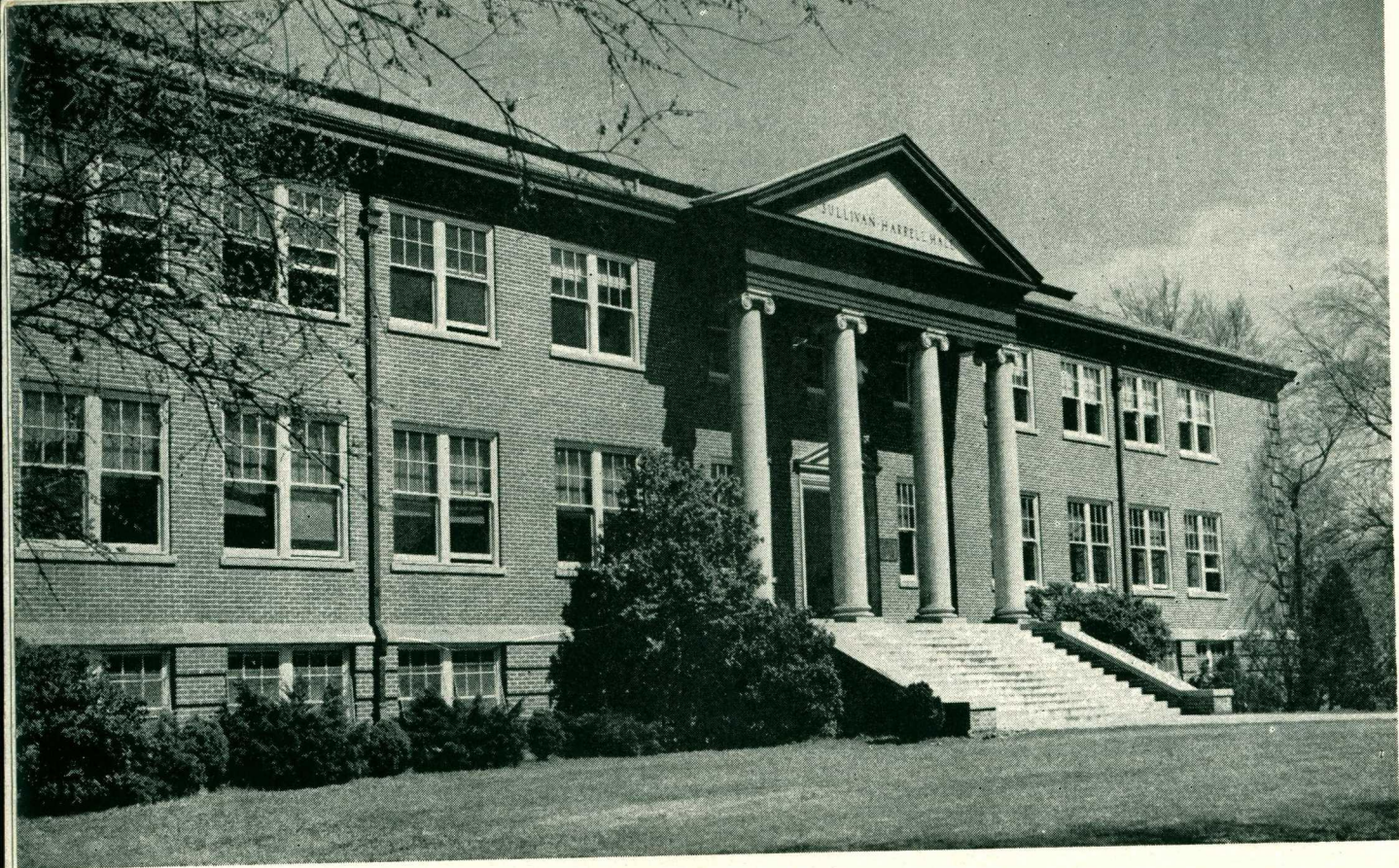
goal and an even higher trust lie ahead. Mississippi, proud of past achievements, is poised on a threshold of a new era of progress. Toward this end, Millsaps College pledges the loyal cooperation which it has always displayed in any forward-looking movement.

Fully recognized by every accrediting agency and educational association in the United States, Millsaps College offers to the highest type of Mississippi boys and girls the traditions of an institution deep-rooted in high scholastic attainment.

SEND FOR A CATALOGUE CONTAINING
FURTHER INFORMATION



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PRE-VOCATIONAL PROGRAMS - - -

Millsaps is primarily a liberal arts college, and students are strongly urged to obtain a broad cultural background afforded by the full A. B. or B. S. course before professional work is undertaken. The needs of those who wish to take up professional courses after two years in college have been considered, however, and pre-vocational courses have been planned. In these the mathematics, chemistry, biology, and physics courses necessary for full recognition by the outstanding universities of the country are given in the freshman and sophomore years.

Students interested in preparation for a career in business may secure either a two-year or four-year course with major in Economics and Busi-

ness Administration, and at the same time obtain the broad cultural training in other fields which will contribute to their success in later life.

Millsaps does not have a law department, but its pre-law course is accepted by all leading law schools.

Many Millsaps graduates have reached the pinnacle of achievement in their chosen professions. Not only in the educational and religious world are Millsaps alumni outstanding, but also in the professions of medicine, science, law and other fields of endeavor, including business, social work, laboratory technology, journalism, industrial chemistry, geology, and dentistry.

MILLSAPS OFFERS *Extra Advantages—*

The intellectual and personal development of the student may be greatly influenced by the community in which he lives. Jackson, the capital and largest city in Mississippi, affords many special advantages. There are advantages of financial importance to many Millsaps students; the many and varied lines of business in Jackson often make it possible for students to secure part-time employment to help defray college expenses. Here the student is at the "CENTER OF THINGS." Here his very hours of relaxation and diversion may be used to build up rather than dissipate his resources by attendance at concerts, lectures, and plays, or in study in the various special libraries located in Jackson.



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STUDENT ACTIVITIES

Around the intellectual activity of the laboratory, the library, and the class room, the life of the campus flows in varied "student activities" which give every student an opportunity for diversion and expression. The educational value of the spontaneous expression of cultural interest is recognized by the college and in some cases credit toward the degree is granted for it.

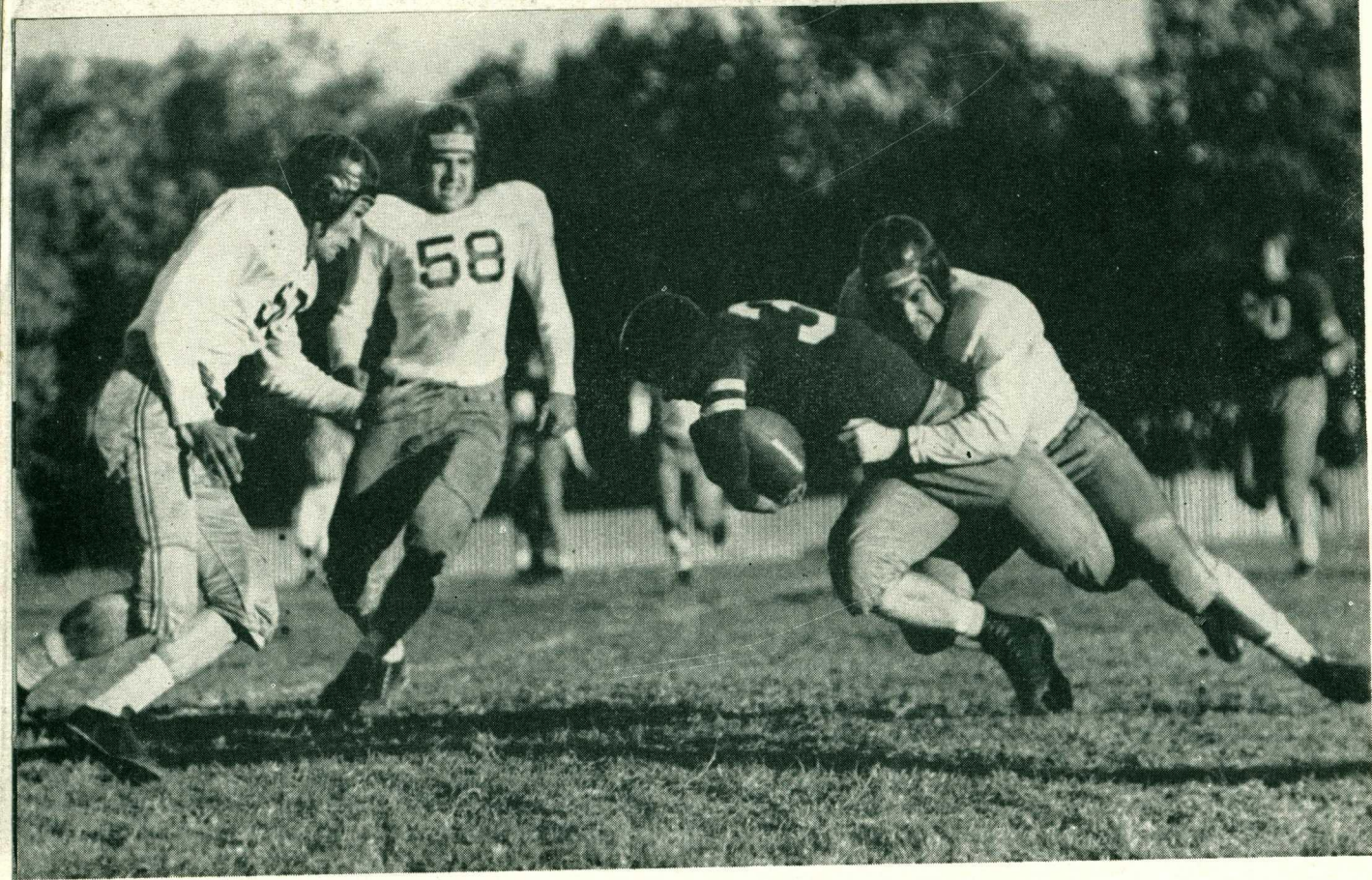
THE MILLSAPS SINGERS - - -

Over the years the purple-robed chorus of men's and women's voices, under the skillful direction of Alvin Jon King, has become perhaps the best known of Millsaps institutions, and membership in this organization (which is on a competitive basis) has become one of the mostly highly prized privileges of student life.

A northern tour and a state tour are annual features of the Singers' program.

DEBATING—

Since the organization of the college, debating has held a high place at Millsaps. In intercollegiate debating, Millsaps has never had an unsuccessful season. The college has established a remarkable record in single combat with leading Southern colleges both in debate and in oratory. Proficiency in debate is recognized by regular credit in the department of Speech and by membership in Pi Kappa Delta, national honorary debate fraternity. Millsaps teams annually participate in upwards of 150 intercollegiate debates.



SPORTS—

Millsaps offers a complete and adequate physical education program which occupies an important position in the curriculum and takes its rightful place in the field of scholastic endeavor.

Coached by "Doby" Bartling, Millsaps teams have earned an excellent reputation as good sports as well as good players.

Intercollegiate athletics are conducted on a purely amateur basis. There are no athletic scholarships, and the athletes are not subsidized in any way. Every student has equal opportunity to compete for the teams.

In addition to intercollegiate competition in football, basketball, baseball, track, tennis, and golf, Millsaps offers each year a full program of

intramural competition in these and other sports, which makes it possible for every student to participate in well-planned and supervised athletic activity.

WRITING—

Millsaps students interested in writing receive valuable training by working on the staff of the "Purple and White," the college weekly newspaper, and by enrolling in the journalism course, which is designed to instruct students in all types of newspaper writing.

DRAMATICS—

The "Millsaps Players" is one of the most active groups on the campus. Under the leadership of members of the faculty, they present each session a number of interesting plays and programs.



DEPARTMENT OF

Fine Arts

In the department of Fine Arts the same high standard of academic excellence is maintained as in the other departments of the college. The cultural value of music and art, both theoretical and practical, is now generally recognized, and these courses are counted toward the A.B. and B.S. degrees. In fact, music may be made the major study.

- BURTON HALL (to the left in picture)
Men's Dormitory
- GALLOWAY HALL (to right in picture)
Men's Dormitory and Cafeteria

RECOGNITION BY STANDARDIZING AGENCIES

A student who wants to be sure of the quality of the instruction he will receive need not depend on his own judgment and investigation alone. There are official agencies which certify these things. Millsaps College has been a member of the Southern Association of Colleges since 1912, never on probation, its standing never questioned. Millsaps is also on the fully approved list of the Association of American University Women and all its women graduates are entitled to membership in this Association. The college is also on the fully approved list of the Association of American Universities.

COSTS

In conformity with its charter, Millsaps has always maintained a policy of keeping costs of education as low as is consistent with effective work and with income from church contributions and endowment.

Women students living in college dormitories and eating at the college cafeteria can attend Millsaps for one academic year for from \$457 to \$487 (exclusive of laboratory fees). The differences in cost are due to differences in type and location of rooms.

Men students living in college dormitories and eating at the college cafeteria can attend Millsaps for one academic year for from \$422 to \$457 (exclusive of laboratory fees). The differences in cost are due to differences in type and location of rooms.

Students living at home in Jackson can attend Millsaps for one year for \$200 (exclusive of laboratory fees).

HIGH SCHOOL DAY SCHOLARSHIPS

On the last Saturday in April, Millsaps College plays host to the high school seniors of the state at its annual High School Day. The program includes a tour about the college, a barbecue dinner, entertainment, and competitive tests for a number of scholarship awards.

High School Day Scholarship awards include:

- One \$500 award—\$125.00 a year for 4 years
- One \$250 award—\$125.00 a year for 2 years
- One \$125 award—\$125.00 for one year
- Ten \$ 75 awards—\$ 75.00 for one year

EARLY REGISTRATION

Both you and the college will find it advantageous for you to make an early decision to enter here. Knowledge that you are coming will better enable the college to plan to meet your individual needs. Enrollment is limited, and applications should be accompanied by transcripts showing previous scholastic record.

SUBJECTS YOU CAN STUDY AT MILLSAPS

As a Liberal Arts College, Millsaps confers upon its graduates either the Bachelor of Arts or the Bachelor of Science degree. A program to meet your own individual needs and interests as you study for one of these degrees can be worked out from among the following subjects taught at Millsaps College:

ACCOUNTING

ART

ASTRONOMY

BOTANY

BUSINESS ADMINISTRATION

CHEMISTRY

ECONOMICS

EDUCATION

ENGLISH

GEOLOGY

GERMAN

GREEK

FRENCH

HISTORY

LATIN

LITERATURE

MATHEMATICS

MUSIC

PHILOSOPHY

PHYSICAL EDUCATION

PHYSICS

POLITICAL SCIENCE

PSYCHOLOGY

RELIGION

SOCIOLOGY

SPANISH

SPEECH

ZOOLOGY

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JACKSON, MISSISSIPPI



1. Administration Building
2. Science Hall
3. Carnegie-Millsaps Library
4. Women's Dormitory
5. Women's Dormitory
6. Bure Gymnasium
7. Tennis Courts
8. Baseball Field
9. Alumni Field
10. James Observatory
11. Golf Course
12. President's Home
13. Faculty Homes
14. Ministerial Apartments
15. Men's Dormitory
16. Cafeteria
17. Men's Dormitory
18. Faculty Home
19. Pi Kappa Alpha Fraternity House
20. Kappa Alpha Fraternity House
21. Kappa Sigma Fraternity House

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VOLUME XXXII

SEPTEMBER, 1948

NUMBER 1

HONORING



DR. G. L. HARRELL

This bulletin is dedicated to Doctor George Lott Harrell, who has been associated with Millsaps College, as student or professor for something like fifty years. He taught for thirty-six years, from 1911 to 1947. For many of these years he was the Registrar of the college. But Doctor Harrell was more than a teacher or an official of Millsaps College. He was a friend, and the people who know him best appreciate him most. It would be easy to fill a large volume with letters from his former students, many of whom have achieved distinction in the fields of physics and astronomy. The most characteristic quality of his life has been his desire to serve. He has succeeded admirably, and we wish to add our congratulations and best wishes.

M. L. SMITH

LIFE SKETCH OF DR. GEORGE LOTT HARRELL

by J. M. Sullivan

George Lott Harrell, son of Dr. Lucien Harrell and Carolyn Carmichael Harrell, was born October 17th, 1875, at Bear Creek Post Office, Hinds County, Mississippi. His mother died when he was about three years of age and the formative period of his life was spent in the home of an aunt, where the young George had the advantage of the constant and affectionate interest of his mother's sister. Having an observant type of mind, he soon became interested in all the activities about the farm, acquiring a special fondness for machinery, as shown in his early youth by demonstrating his ability to operate the engine at the plantation cotton gin, and in later years by his interest in mechanics as a teacher of physics and astronomy.

George Harrell's early education was the product of the one-room school, first at Adams Station and then at Bear Creek School where he was prepared for entrance to the preparatory department of Millsaps College, which he entered in 1894 at the opening of its third session. He had already developed definite ambition for a good education which was now being translated into action. It was found that his proficiency in mathematics would enable him to enter the Freshman class in this subject, but he chose to cover the full year's course in the Preparatory School, where he was fortunate in being under the tuition and friendly guidance of that remarkable teacher, Professor Robert Scott Rickets. Other new and valued associations opened up to him in rapid succession and important lifetime friendships were formed.

At the opening of the 1895-96 session of Millsaps College, he entered the Freshman class with Mathematics as his major in a course for the Bachelor of Science degree, which he received in June, 1899, his entire education thus far having been secured in Hinds County, Mississippi. During his student days at Millsaps College he showed natural qualities and fitness for leadership, for he was

president of his class from its organization until graduation and during his Senior year was president of every student organization to which he belonged. The first publication by the students in Millsaps College, "The Millsaps Collegian," was started in 1898 by his class and he was Y.M.C.A. editor on the staff. During his Senior year he was appointed student assistant in Physics. What was to become his beloved profession opened to him immediately on graduation and for one session he taught Science at Whitworth College, Brookhaven, Mississippi, spending the two summer quarters in postgraduate work at the University of Chicago.

In 1901 Millsaps College conferred upon Professor Harrell and W. L. Kennon, now of the faculty of the University of Mississippi, the degree of Master of Science, the first advanced degrees conferred by the College.

The teaching experience of Professor Harrell also included the following institutions:

Hendrix College, Conway, Arkansas; Physics and Chemistry, 1900-1902.

Centenary College, Jackson, Louisiana; Science, 1902-1904.

Epworth University, Oklahoma City, Oklahoma; Mathematics and Science, 1904-1908.

Centenary College, Shreveport, Louisiana; Mathematics, 1908-1909.

Mansfield College, Mansfield, Louisiana; President, 1909-1910.

Winfield High School, Winfield, Louisiana; Science; 1910-1911.

Louisiana State University, Baton Rouge, La.; Mathematics, Summer, 1911.

Millsaps College, Jackson, Mississippi; Physics and Astronomy, 1911-1947.

It is interesting to note that late in the summer of 1910, Dr. Felix Hill, President of Centenary College, notified Professor Harrell that he had been again elected to a position in the faculty, but he declined to accept because he had already accepted and begun work with another institution. Dr. Hill renewed this offer the following year while Professor Harrell was teaching the L.S.U. Summer School and it was then accepted. However, before the close of the summer, Professor Harrell received letters from President D. C. Hull of Millsaps College, and from Major R. W. Millsaps of the Board of Trustees, notifying him that he had been elected to the recently established Chair of Physics, this subject having been previously included in a department with Chemistry and Geology. In order that he might accept the position then open at Millsaps College, he immediately made request of Dr. Hill for release from the engagement with him, which he very graciously granted, stating that "under no circumstances would he prevent a teacher from accepting a call to serve his alma mater." This proved to be a very happy turn in events.

Thus came into the faculty of Millsaps College one of her earliest and most devoted graduates who had qualified himself for large and valuable service in the profession of teaching—a Christian gentleman of high purpose and enlarged experience. In addition to his chief subject he at first taught classes in Chemistry and Biology, but changes became necessary in a growing institution such as Millsaps College.

In 1912, Astronomy, which had previously been associated with Mathematics, was now combined with Physics to constitute the Department of Physics and Astronomy at the head of which Professor Harrell served with marked ability, tireless effort and increasing devotion until his retirement in June, 1947, at the close of his thirty-sixth year of service in the faculty of Millsaps College. The last few years of his active service were devoted chiefly to the field of astronomy in which most of his interesting research was done.

For a few years the splendid James Observatory was out of commission because of the loss of certain optical parts of the equatorial refracting telescope (6-inch objective), but these were replaced after a campaign by Professor Harrell, and in 1914 the instrument was in use again. The class of 1914 presented the observatory with a fine portrait lens, and in 1930 a prismatic transit was installed. These with other accessories make this observatory one of the best equipped in the entire country for instrumental and research purposes. Soon after the instrument had been repaired, there occurred a transit of Mercury which was observed by a small group of invited guests. A report on this observation was furnished to "Popular Astronomy" by Professor Harrell. Soon a very interesting naked-eye comet, De Lavan, appeared and was followed by the astronomy class for some time. Since the installation of the camera some very good photographs of comets have been made.

Eclipses observed.

1st. 1900, May 28. This eclipse of the sun was total and observed within the path of totality from the top of the Hennen Building, New Orleans, La., where Prof. Harrell reported fine visual results.

2nd. 1918, June 8th. This eclipse was the return of the eclipse of May 28, 1900, recurring in periods of 18 years and 11 days. Careful and elaborate preparations were made for observations from James Observatory, Millsaps College, which was located directly in the path of totality. There were visitors from Tulane University, Louisiana State University, University of Mississippi, Northwestern University, and many local and amateur observers. While every individual was at his station ready for action the sky was completely obscured, it was raining at the very time of the eclipse, and the only results obtained were by the group headed by W. B. Montgomery for the study of magnetic disturbances.

3rd. 1923, September 10. Our astronomer states that he journeyed to San Diego, California to record this eclipse

and took position in a florist's garden for observation, but "this one was also lost because of clouds."

4th. 1940, April 7. For this annular eclipse, Professor Harrell selected a favorable location for recording at McHenry, Miss., about twenty-five miles north of Gulfport on Highway 49. He records, "this was an annular eclipse caused by the vertex of the moon's shadow falling short of the earth's surface, whereas the moon covered only part of the sun's surface, leaving a ring of light around the circumference of the sun." Some splendid photographs of this eclipse were obtained by an astronomy student, Nelson Nail, under the supervision of Prof. Harrell. The exposures were made every 10 minutes throughout the observations, except near the middle when intervals were 1 minute. In the region of Jackson this appeared as a near-annular eclipse.

5th. 1945, July 5. To study this eclipse, Professor Harrell, accompanied by his wife, so timed a western trip as to reach Butte, Montana, in ample time to meet an engagement with one of nature's most notable, well understood, and accurately predictable phenomena, even to hundredths of a second. Quoting from his personal record: "Observed from a high point some seven or eight miles southwest of Butte on 'Beef Trail Road.' This eclipse occurred very early in the morning on the American Continent and for that reason the best or most favorable results could not be expected. However, excellent visual and timing results were obtained. It was necessary to leave the hotel at 3:00 A. M. in order to have every one in his place at the proper time. For a few minutes just before eclipse time it appeared that clouds would interfere, but they cleared away and the onrushing shadow could be observed approaching from the west. The immediate results so far as this observer was concerned was to check and verify times and contacts.

6th. 1914, November 7. By arrangement of Professor Harrell a large group assembled at the James Observatory on this date to witness the very interesting event of a

transit of the planet Mercury across the disc of the sun. Quoting from Professor Harrell's report: "Mercury was on the disc of the sun when that body arose yesterday morning, but due to clouds could not be seen for nearly an hour. It was then visible for fifty-nine minutes. The next appearance of Mercury passing directly between the earth and the sun will be in 1953." Aided by a member of the Astronomy class as timekeeper, Professor Harrell made the following observations as to time:

Planet begins to leave face of sun at 8 hours, 7 minutes, 58.3 seconds.

Planet completely off of sun's face at 8 hours, 9 minutes, 59.3 seconds.

Reduced to Greenwich meridian these times were respectively, 2 hours, 7 minutes, 12.3 seconds, and 2 hours, 9 minutes, 16.3 seconds. The times given in the American Ephemeris and Nautical Almanac for the Greenwich times of contact are 2 hours, 7 minutes, 17.5 seconds and 2 hours, 9 minutes, 30.8 seconds.

One of the interesting pieces of work done by Professor Harrell is a series of telescopic photographs of the moon beginning with the new phase at the time of the annular eclipse of April 7, 1940. These were taken so as to show the face of the moon at every twenty-four hour interval during the month and called by him "The Month of Moons." Because of interference by clouds and daylight it required a period of observations from April 7, 1940 to January 19, 1941, to complete "The Month of Moons" represented by pictures. It is significant that this series of pictures appears in a recently published text-book of Astronomy, the author of which is Dr. W. L. Kennon, Professor of Astronomy at the University of Mississippi and a graduate of Millsaps College of the Class of 1900.

For a period in 1918, during World War I, Professor Harrell was an Infantry private in the United States Army at Headquarters Company 20 of 1918 S.A.T.C. Camp, Fort

Sheridan, Illinois. This Company was composed of college officials in training for service with the Student Army Training Corps at their respective colleges.

It gives the writer peculiar pleasure to record here that, on the day of the retirement of George Lott Harrell from active connection with the faculty of Millsaps into the relation of Emeritus Professor of Physics and Astronomy, the College conferred upon him the honorary and well merited degree of Doctor of Science.

It may well be mentioned that during the thirty-six years of his appreciated work as Head of the Department of Physics and Astronomy, Dr. Harrell rendered most efficient service in the following capacities:

As Registrar of Millsaps College from 1918 to 1947.

As Chairman of the Curriculum and Degrees Committee 1922 to 1935.

On the Junior College Accrediting Commission of the State of Mississippi from 1921 to 1947, and as Chairman of this Commission from 1934 to 1947.

Served on the High School Accrediting Commission of the State of Mississippi from 1922 to 1938, and as chairman 1932-1938.

Was a member of the General Board of Missions of the Methodist Episcopal Church, South, during the quadrennium 1927-1930.

Was Conference Lay Leader of the Mississippi Methodist Conference 1912-1921.

Served as Recording Steward of Galloway Memorial Church for a number of years and as a member of the Board of Stewards of this church since 1919 and has rendered other valuable service through the program of the church.

It was soon after becoming Professor of Physics and Chemistry at Hendrix College, Conway, Arkansas, that George Harrell met Elizabeth Slaughter of Winchester,

Tennessee, who at that time was teaching in a college for young women at Conway. This proved to be an eventful meeting for these two young teachers, for he woo'd and won her heart and they were married September 3rd, 1901. Thus was established a Christian home, which, with its noble children and grandchildren, has proved through these nearly fifty years one of those major blessings ever counted among the priceless assets of any community.

Thousands of young men and women have been registered in the science classes taught by Dr. Harrell and many have given testimony to the value placed on the character of his instruction and nobility of his life. Some who have specialized in these fields have reached positions of prominence and large influence, in which Millsaps College itself takes great pride. Nor are such results surprising when considering the life work of this man, always modest in his pretensions, patient in study and analysis, showing fidelity to consideration of the minutest details of matters of responsibility, scrupulously careful and fair minded in judgments, and deeply sympathetic in feelings and loyalties.

As a mark of esteem and appreciation, Dr. G. L. Harrell's name appears on the face of the building in which he has labored during the past eighteen years, and also on the bronze tablet near the portal.

The writer's first acquaintance with G. L. Harrell was during the latter's brief stop as a guest on the Millsaps College campus in the winter of 1902. Their next meeting was during the summer of 1911, when Dr. Harrell came to accept the newly established Associate Professorship of Physics and Biology in Millsaps College. Thus began a more intimate association based on common interests and closely related experiences and aims, which has strengthened through the years into a friendship and fellowship of mutual understanding and appreciation. In his own activities at Millsaps College, the writer has found this association with Dr. Harrell not only a source of pleasure, but productive of much inspiration and encouragement.

Having come by the natural operation of scholastic custom into the Emeritus relation of professional life, Dr. Harrell's physical, intellectual and spiritual strength and alertness will find pleasurable exercise in newly extended opportunities of association and observation. Former students and colleagues, with numerous other interested friends, are wishing for him multiplied years of continued blessing on and through his life in its reaches from home into community, church and state.

LETTERS OF APPRECIATION

Presentation

Following the announcement of the retirement of Dr. G. L. Harrell from active work as Professor of Physics and Astronomy at Millsaps College, a great number of personal letters from colleagues and former students were written in expression of appreciation of his thirty-six years of continuous service as Teacher, Registrar and Christian gentleman of noble influence.

These letters were assembled in beautiful leather binding, with name and appropriate words inscribed in gold on the front cover, and presented to Dr. Harrell at the annual meeting of the Millsaps College Alumni Association on May 31st, 1948. Since that date many other letters from former students in his department have been added to the list. It will be understood that only a limited number of these letters could be included in this issue of the College Bulletin.

We have carried with us through the years the memory of a noble man. You were an inspiration to us while at Millsaps. We appreciated you as a teacher.

All through the years we have looked to you as a friend. You have had an abiding interest in your former students.

You stand for the principles we believe in. To think of you is a source of inward strength.

We shall always be glad to see you in all the years to come.

With highest personal regards, I am

Sincerely,

BRUNNER M. HUNT

To Doctor Harrell:

The first time the fact that a person by the name of George Lott Harrell lived and moved and had his being on the same astronomical body as myself was made known to me by a letter from the same. The letter stated that while our latitudes and longitudes had been somewhat different up to the present, it appeared that they were to be coterminous in the near future. That he, on his part, was pleased, and that he hoped it would be mutual. That the point of conjunction was in general terms six hours west of Greenwich and two degrees North of New Orleans; but if for any reason I should need the exact data—of the place, they were 32° , $19'$, $30.89''$. That's pinpoint location. We had during the world war what we called pin-point bombing—that the bombardier could hit a barrelhead—some exaggeration allowed. But these coordinates beat that—they locate the bung in the barrelhead, sans exaggeration.

And furthermore, ran the letter, that by whatever means I saw fit to employ in reaching this minutely defined point—whether by veering and tacking, by dead reckoning or by great circle flight, he hoped I would get my bearings, course angle, and polar vertex correctly and would arrive on schedule, Central Standard Time.

This letter proved to be a great boon to me. One of my New York friends was not particularly pleased with my choice of a place to teach, in particular since I had already been elected at two other very large institutions. "Why," says he, "You're going down there to sit on a bench. They'll have you teaching everything in the catalog." I had a very high opinion of my friend's judgment, and he upset me considerably. In recovering my equilibrium I unconsciously fumbled in my pocket for the letter from this unknown person. Having touched it I gained confidence, to some degree at least, and finally said: "Well, the letter from the president says that I have been elected to the chair of mathematics, it doesn't speak of a bench, or even a settee." The letter did the work, my inference was correct. I have never taught or tried to teach, any subject, other than of my own

choosing. If it was not out and out pure mathematics, it had its foundations there and I was sure of my ground.

Needless to say with such minute information I found my way to the designated place and thus began a friendship of thirty years and more.

My friend for whom this account is designed has provided me in these thirty odd years many fine astronomical shows. I have always had a ringside seat, and a reserved one just for the asking.

There have been conjunctions, transits, occultations, eclipses, total and partial galore; and ever and anon a visitor from interstellar space. My astronomical knowledge has been greatly extended and established by my friend.

Then too, and probably vastly more important, I find that the fundamental laws and principles of physical and inanimate things have been transmuted, inevitably so, into the moral and spiritual life of my friend. Constancy, exactness, reliability, precision are bywords in the physical world, but my friend has made them traits of character. But these traits of character have not remained with him, he has passed them on to hundreds of students who have passed through the corridors of the college where he has labored so faithfully and so diligently.

In Holy Write we read that at the dawn of creation "the morning stars sang together," but we are not to conclude that they unduly strained their voices on the occasion of this great cosmic event—the first universal broadcast—and have been dumb ever since. No, but rather that they have proclaimed their message down through the eons of time for those who have "ears to hear and eyes to see." So my friend joins with Joseph Addison in his majestic, though somewhat Ptolemaic, pean:

"What tho' in solemn silence all
Move round the dark terrestrial ball?
What tho' no real voice nor sound
Amid the radiant orbs be found?

"In reasons ear they all rejoice
And utter forth a glorious voice;
Forever singing, as they shine,
The hand that made us is divine."

The eye-piece whether of telescope, transit or microscope to which my friend has skewed and glued his eye for minute and exact data is but a crude image of the eye-piece of faith through which he has looked at the world around him. And what he thus sees has brought him to the ineluctable and indubitable conclusion:

This is a uni-verse,
It is all of a piece,
This is my Father's world
He made it.

Ships in passing have the custom to wig-wag the salutation: "Hail, and Farewell." In closing we choose only half the salutation: "Hail, and again Hail." But better, while less formal and more colloquial, "Howdy, friend, How're you all today."

Gladly and gratefully submitted,
B. E. MITCHELL

My dear Doctor Harrell:

When you informed me in May that at the approaching June Commencement you would retire from active work at Millsaps College and become Emeritus Professor of Physics and Astronomy, it came as a distinct surprise accompanied with feelings of regret. I have known your vigor of body and capacity for work through these thirty-six years of association at Millsaps College and it is difficult to realize that you have come to the time of natural retirement, supposing that even under the more rigid rule of recent years you still had "two to go." Now we are in the same "post-graduate" association with all subjects elective, more freedom in adjustments, some new problems to meet, and with some of the same old challenges and fields for service after our almost fifty and sixty years of professional activity, most of which has been spent here.

Professor Harrell, I wish you to know, and I believe you do, of my very sincere appreciation of the contacts and associations that I have had with you, which includes the friendships between our families. The circumstances connected with your coming into the faculty of Millsaps College in 1911 naturally brought us into close relation in the field of science, and the friendship that has grown without interruption of a single misunderstanding has been a blessing to me in scholastic associations, and also in our social and religious activities. You have helped and inspired me as a man. I have appreciated your outstanding and valuable contribution to Millsaps College in the department of Physics and Astronomy and your long and painstaking service as Registrar. Your unassuming proficiency, firmness of conviction, demands of accuracy, and sympathetic attitude have made a lasting impression on your students.

In the accrediting and standardizing agencies of the state you have rendered great service to educational progress in Mississippi. Especially has this been so in connection with the development of the high quality and extensive service of our Junior Colleges. Also in the field of

religious activity you have made valuable contribution as a Methodist layman, both as a member of the General and Conference Boards of Missions, a steward in Galloway Memorial Church, District Steward of your District, and Lay Leader of the Mississippi Conference, but more particularly through lofty ideals of Christian living as evidenced in the constancy of your modest example of noble manhood and stimulating fellowship.

It is my prayer and hope that your valuable life may be spared in general strength for years to come in continuing its blessing to your home, your community, and to your state.

Sincerely your friend,

J. M. SULLIVAN

Dear Doctor Harrell:

I am happy to have an opportunity to express my appreciation of your long service to the cause of higher education. When I think of the thirty-seven years you have devoted to Millsaps College and to that large number add several years of teaching in other institutions I begin to realize the magnitude of the contribution you have made to the education of the youth of Mississippi and of the South. Particularly I wish to say what I have more than once said to members of the Millsaps College faculty, that no one has rendered more patient and devoted service to the College than you have done. The painstaking and laborious attention that you gave for years to the records of the College while you were the Registrar was not spectacular and perhaps was too much taken for granted by the rest of the college community, but it was invaluable for the continued proper functioning of the institution. Your influence in this field was, of course, not confined to your own college, for over a period of many years you took an active part in the work of standardizing and accrediting the high schools and junior colleges of Mississippi. By your experience and your sound judgment you have made a valuable contribution to the development of higher education in your state and nation.

One of your former colleagues who is now a university professor once said that he admired your great capacity for work. I have thought that early in your career you must have learned a lesson from your favorite branch of science, Astronomy, and have adopted the method of acting without haste and without rest, like a star, ("ohne Haste, ohne Rast, wie das Gestirn"). It was largely this systematic method, I suspect, that enabled you to get so much done.

But system and method alone do not give us the secret of your successful career as a teacher and college executive. One of your former colleagues once said: "I have discovered that Harrell has the soul of a poet; he shows it when he talks of the laws of the universe and of the movements of the heavenly bodies." It was this fine spiritual quality that

permeated and animated your work, I am sure, and brought it to its fine fruition. Your colleagues of the Millsaps College faculty are happy to congratulate you for a noble work nobly done and to render you a fine tribute of respect and affection.

Cordially,

A. G. SANDERS

Dear Doctor Harrell:

I would like for you to know that you are certainly being missed at the college this year.

During your long period of faithful service as Registrar and Professor of Physics at Millsaps College, you have set an example that will be extremely hard for your colleagues and former students to emulate.

I have always been impressed with your spirit of unselfishness and the fact that you devoted your best efforts to every task, even when at times you were doing the work of two men.

It should be a great source of satisfaction to you when you recall the great number of students who have been inspired by your teaching. Several of these men have become well known in the scientific world, and they will certainly make greater contributions as time goes on.

You were probably in your boyhood when the college opened for its first session. But because of your great contributions to its early growth, I shall always think of you as one of the real founders.

May you and Mrs. Harrell live a long time to enjoy the rest you so richly deserve.

Sincerely yours,

J. B. PRICE

Dear Doctor Harrell:

You can be proud of your record. No man has served the college more faithfully and loyally than you have or guaranteed the integrity and genuineness of its product more jealously during his tenure of office. Those who were graduated by your approval knew their degrees were honestly earned and that the standards were scrupulously upheld. Also the faculty felt that you stood for a real liberal arts degree with a proper balance of the humanities and sciences, making for genuine culture.

Such a sense of security is inspired in others only by a man of essential integrity of character. The motto of the Marine Corps, *Semper fidelis*, might well be your own. You have always acted upon Euclid's axiom, in ethics as well as in geometry, that a straight line is the shortest distance between two points.

Your daily walk before men has always been as predictable and unswerving as the movements of those heavenly bodies, which to you have ever declared the Glory of God, in a music of the spheres such as the morning stars sang together at creation.

For thirty-one years I have known you as a good neighbor, a friend in need, a man of truth, honor, justice, and one devoted to the highest principles of the Christian religion. Grow old along with me, the best is yet to be.

Sincerely,

ALFRED P. HAMILTON

Dear Doctor Harrell:

I want to congratulate you on the rounding out of your long and honorable career as teacher and registrar in Millsaps College.

Your record is one to be proud of. You have served your college faithfully and well, and because of your labors in the building of a great institution your name is inscribed indelibly upon her records. Institutions live longer than men, and by our service to worthy causes we achieve a sort of immortality. Few men, however, live to see their names memorialized in brick and stone. I congratulate you on this honor, and on the greater one of continued life in the thoughts of your friends, and in the never-ending influence set going in the careers of many generations whom you have taught.

If I might attempt to epitomize your character and career, I would speak first of your untiring fidelity to duty, and then of the rare union in you of integrity and the tender heart.

Millsaps College is fortunate to have had your services, and we, your fellow-workers, esteem ourselves fortunate in your friendship.

Cordially and sincerely yours,

MILTON C. WHITE

Dear Doctor Harrell:

Even though language, both written and spoken, is the most effective means of communicating with one another, I find both methods totally inadequate to express my feeling and admiration for you as a Christian gentleman, as a teacher, and as a friend.

The example you have set as a Christian for your students and all those who have been fortunate enough to be associated with you has left an indelible impression for good on each of them.

As a teacher, you have inspired your students and helped them to gain confidence in themselves to attain higher goals. Your connection with Millsaps College, both as Registrar and as a professor, has been of inestimable value to the institution. Your careful planning, constant vigilance, and sound judgment have had a great part in the high academic standing which the College enjoys today.

To all the student body and to the faculty you have been a true, sympathetic friend, and I have been deeply impressed by the wonderful memory which has characterized your association with them.

Again, I say, words are inadequate to express my own great appreciation of you as my former teacher, as my friend, and as a colleague. My sentiments are best expressed in Franklin D. Roosevelt's letter, written 41 years after his graduation, to the Reverend Endicott Peabody, famed Headmaster of Groton, when he wrote, "I count it among the blessings of my life that it was given to me in formative years to have the privilege of your guiding hand and the benefit of your inspiring example."

With best wishes and warmest personal esteem, I am

Faithfully yours,

CHARLES B. GALLOWAY

Dear Doctor Harrell:

Recently I noticed in the church publication that you were retiring from active duty at the college after your long years of service.

To serve long, faithfully, and well in any worthwhile vocation is an accomplishment greatly to be desired. But to have done so in the teaching profession one deserves a greater measure of acclaim, for he can then look to the accomplishment of those whom he has instructed and inspired as well as to the work of his own hands.

You were a vital part in making Millsaps College the fine institution that it is, and I cannot refrain from saying 'Thank you' for the aid and guidance you gave to me while I was a seventeen year old freshman there at Millsaps in the year 1918. Your practical problem in the Trig class of having the class measure the spread of the eagles wing on the State Capitol gave me the first real assurance that there were real problems which the subject could solve.

While your name has been so properly engraved in mortar and stone on the science building there as a perpetual memorial, yet as a former student I desire to add the testimonial that the result of your life work is also engraved in the heart of men. You will always be remembered in connection with my pleasant years at Millsaps.

I trust that your release from regular schedules will give you opportunity to leisurely enjoy those interests or hobbies most pleasing to you.

Very truly yours,

L. C. CORBAN.

Dear Doctor Harrell:

At the suggestion of Dr. Sullivan, I am happy to have this opportunity to join with your other friends and former students in sending greetings on the occasion of your retirement from active teaching at Millsaps. I owe much to Millsaps, more than I can ever repay, but more than anything else I value the inspiration that came from association during four years with you and the other men who taught me.

Not having gone into the teaching profession, I have often thought what a tremendous satisfaction it must be to feel that through teaching and personal example one has helped to mould the characters and shape the future careers of young men and women. For well over thirty years you have carried on this good work. As a scientist and scholar, as a Christian gentleman, and as a wise counselor and friend, you have won the respect, esteem and affection of thousands of Millsaps students.

I will always think of you and Dr. Sullivan together, as a team. You taught me subjects I found difficult and for which I had no aptitude. Dr. Sullivan taught me geology, which led directly to the work I have followed ever since. To both of you I am more than grateful. And I am glad that the college decided that its splendid science building should bear your names. In this way future students, though lacking the good fortune to have known you as teachers and friends, will nevertheless be reminded always of the two men who established science at Millsaps.

With best wishes for many more useful and happy years ahead, I am

Very sincerely yours,
HENRY B. COLLINS, Jr.

Dear Doctor Harrell:

We welcome this opportunity to express to you our appreciation for what you have contributed to our lives. It may seem strange, but we feel that only after these many years can we realize fully what this contribution has meant.

The growth of human knowledge in the physical sciences during the past two decades has been phenomenal, and the lives of the human race have been deeply enriched thereby. It has been one of the richest experiences of our lives to keep informed, as laymen, of this remarkable development. Through this acquaintance we have discovered a greater world, a grander universe, and have come closer to an understanding of the Divine Power who is constantly revealing Himself to man through physical principles which govern His universe.

In our years under your teaching, we gained in introduction to the science of physics, and in your classes we found the stimulation, and one of the most valuable things a student can gain from a professor; the desire to know more. This, and the example of your Christian life have stayed with us through the years, and have contributed greatly to our joy in living, and to our capacity to serve others.

This letter is to express to you that gratitude which can come only from the heart. Throughout our lives, we will always count you among those who have opened the doors to a more abundant life to us and to many, many others.

With every good wish for you, we are,

Sincerely yours,
WALTER SPIVA
MARY DAVENPORT SPIVA

Dear Doctor Harrell:

I am delighted to be able to join others of your old pupils and your many friends in sending you my affectionate regard. It does not seem so long ago that you came to Millsaps, and I was shortly after privileged to live in your home. I believe the house had just been built when we came over to board with you, and I remember not only the inspiration of your classroom teaching but the fellowship and kindness of your lovely home. I trust that the years have been kind to the family and ever will be. My own kinspeople have passed away or moved to other places, so that only Peale at Vicksburg is now in our old home state. I keep up with the college, however, and wish I might do more to further it in its great work.

I did not realize that you had come to retirement age, but I find the years are slipping on for all of us. My older son, Nolan, is now at Emory; my younger son, Lamar, expects to go to college next year. He hopes to become a physicist as he has a decided talent in that direction.

Let me wish for you every happiness as I assure you again of how much of value you have meant to me in my life.

Blessings and prayers upon all the Harrells.

Sincerely,

NOLAN B. HARMON, Jr.

My dear Doctor Harrell:

Recently I learned that you had retired from active service at Millsaps College. Millsaps College has provided for me some of the most cherished recollections of my life. I recall visits to the college when I was quite small. Then later I recall four very pleasant years as a student. Even graduation did not sever my ties to the institution.

In thinking of these recollections it seems that you are in practically all of them. I remember your classroom on the second floor of the old Science Building. Even though it was very cold in winter, it was warmed and cheered by your even temper, your good nature, and your understanding of the college student.

During World War I, you and I were at Fort Sheridan together. Those were great days. Work and thought were different from what we had been accustomed to, but you took it like the man that you were and are.

It has been said that trouble is a sieve through which our friends cannot be sifted. That is the kind of friend you are—and ever ready and willing in the time of need.

Even though your period of activity at the College is closed, your period of helpfulness and friendship will continue throughout the years.

Most sincerely your friend,

GARNER M. LESTER

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The Quadrennial Program

for

Methodist Colleges

(Address delivered by Dr. Earl Moreland
at the meeting of the Board of Education in
Chicago, October 27, 1948)

It was my privilege to be present at the Board of Education meeting in Chicago on October 27, 1948 when Doctor J. Earl Moreland, President of Randolph-Macon College for Men, delivered an address on "The Quadrennial Program For Methodist Colleges." I was deeply impressed by the content and the spirit of the message and am of the opinion it will be of much interest and value to all people who are interested in the type of education that is given in church-related colleges. I am very glad that Millsaps College, which to my mind is doing one of the best jobs I know in the realm of Christian education, is publishing Doctor Moreland's address in full. I commend this excellent article to you for your reading and detailed study.

MARVIN A. FRANKLIN

THE QUADRENNIAL PROGRAM FOR METHODIST COLLEGES

One of the memorable books of the past half century is Benjamin Kidd's "The Science of Power." In it the author develops the thesis of "the emotion of the ideal." He shows how it may be wrought into the life of a people through its educational process, and in a generation come to determine its destiny. He proves his thesis by citing the example of Germany in the period of twenty-five years prior to the First World War. Germany in that period, under the leadership of the Kaiser, utilized her entire school system to inculcate in her youth the idea of a *Kultur Kampf*. In her schools the teachers dedicated themselves daily to the task of emphasizing the great superiority of German culture. The First World War was a direct product of such training. And we have seen during the past eighteen years how another leader of that same nation could, against a background of injustice,—rally the whole people of that nation around another Kampf, "Mein Kampf," and prepare that nation for a global war, with terrible destruction for all mankind as a result.

The experiences of recent months point to the possibility of the development of a similar science of power in a not dissimilar form, but in another area. The evidences vary, but the power-pattern remains the same. At the Amsterdam Assembly of the World Council of Churches, John Foster Dulles called attention to the "power vacuum" which now obtains in our world. He reminded us that three of the great world powers were completely destroyed in the last war—Germany, Japan, and Italy. Three of the great powers were severely weakened—Great Britain, France, and China. Since nature abhors a vacuum, one of the major questions of our time is what power, what quality and type of power, will fill the vacuum? Mr. Dulles affirms that unless the United States can supply the deficiency in world power through righteous methods and means, the result will be disastrous for all nations, for all mankind. This suggests a question of paramount importance for our country and our world. "Is an American 'power strategy'

discernable in our history, and if so, can it be strengthened and directed in such a way as to meet successfully the demands of our times?"

Clarence True Wilson in his book, "The Divine Right of Democracy," calls attention to the fact that all the documents produced at the founding of our country have their origin in the Bible,—that their affirmations can be traced directly to Biblical precepts. He cites the fact that the Declaration of Independence finds its real roots in New Testament teachings concerning the truth, man, freedom. He emphasizes the fact that nearly all the men who collaborated in the writing of our basic documents were men who were steeped in Biblical teachings. They knew the Bible, and they quoted often from it. They were seeking to exemplify,—even though at times unwittingly,—those Bible teachings, those precepts which they had learned. The author affirms that any one who undertakes a study of our history, of our literature, of the whole stream of our developing national life, will be unable to understand that history, literature, and developing life unless he knows the Bible. The fruits of our constructive accomplishments during the 172 years of our life as an organized nation cannot be understood apart from their religious roots. We still find religion inextricably interwoven with our national life. Chaplains open both houses of the national Congress with prayer daily. The government provides chaplains for our armed forces,—the army, the navy, and the marine corps. These chaplains are paid for out of funds provided through taxation. On our coins the words, "In God we trust" are still to be found. The oath which every man who assumes an office must take, still ends, "so help me, God." All witnesses, likewise, must make a similar affirmation as they arise to testify. It is not without significance that the last verse of our national anthem contains these words:

"And this be our motto:
In God is our trust."

Our American literature and our daily experiences are saturated with precepts and practices derived from a

Christian heritage. It is difficult to escape the conclusion that the fountainhead of American democracy is the Christian faith. Furthermore, if our democracy is to have continuing life, the channels through which that faith flows must be kept open in order that its strength and vitality may continue to be operative.

It may well be, therefore, that the program of providing an educational advance in our church during the next quadrennium has truly "cosmic" significance. Will we have peace? Will righteousness, justice, mercy, truthfulness, character, integrity be the goals—for the individual and for society—in the days ahead? Will those roots out of which our *fruits* of achievement have come, still be cultivated?

The report adopted by the last General Conference calling for "more adequate support for institutions of higher education" made definite recommendations in three areas. The first had to do with "informing" the church concerning the realities in the present Methodist college situation. The second stresses the urgency of raising funds necessary to meet present needs in our colleges. The third calls attention to the necessity of giving special attention to the religious life of students in Methodist colleges and to Methodist students on non-Methodist college campuses.

The first recommendation merits first consideration. We must ask ourselves if we have *informed* our people that Christian colleges are essential. If the church is to create a Christian view of life, if religion is to be kept in the nation's consciousness, if young men and young women are to become vital Christian leaders in our present world,—then Christian colleges are indispensable. The burden of responsibility which rests upon the Methodist Church is very large. In a recent survey made by the Association of Methodist Colleges and the Board of Education, it was found that all church-related colleges in our country at the present time, 17% are Methodist institutions, a percentage larger than that of any other denomination, with the exception of the Roman Catholic. As one impressive

sentence in the report states, "The Methodist Church reaps the results of the labors of its institutions in trained leadership. Out of the estimated 1% of its sons and daughters who have gone to its colleges, the church has received in return *most* of its ministers and missionaries. Of the living bishops of the Methodist Church, 95% were educated in whole or in part in our Methodist schools." Of the 1,163 Methodist ministers listed in "Religious Leaders in America," 74% received their degrees from Methodist colleges, and 80% of those presenting theological training received their degrees from Methodist theological seminaries. Sixty per cent of the Methodist chaplains who served in the armed forces of our country during World War II received their training in Methodist colleges, and 82% who finished theological work earned their degrees in Methodist schools of theology. In the year 1947-48, 2,210 ministerial students were enrolled in our Methodist schools. In that year the colleges of our church assisted 6,977 students with scholarships or grants in aid to enable them to carry out their educational work.

Methodists are justly proud of this great program of higher education. We must recognize, however, that thousands of our members have not been *informed* concerning either the scope or the quality of service which the colleges give to the church. All who are aware of the facts know that our own institutions have kept pace with educational developments in our nation. They, along with the other church-related colleges, have enrolled approximately 50% of the college students in our country. Furthermore, along with other church-related colleges, our colleges have done their part to furnish checks and controls,—to give that continuing balance,—which is so essential for the preservation and enhancement of our democracy.

Therefore the church, in its second recommendation, calls specific attention to the necessity of increasing the amounts annually appropriated for the support of our colleges. The General Conference recommended the "raising of a total sum that shall represent an average of at least fifty cents per member per annum for current main-

tenance of Methodist institutions of higher learning as the goal for the coming quadrennium, and that it encourage adequate support for Wesley Foundations." But the recommendations of the General Conference did not stop there. It urged the conferences and the church to endorse the efforts of the colleges in providing adequate plants and equipment "in keeping with the trends of our nation and the needs of our church."

The U. S. Office of Education affirms that an immediate expenditure of \$3,000,000,000 is necessary if the present college student population is to be properly cared for. Furthermore, if physical expansions of educational plants are to keep pace with enrollments, \$9,000,000,000 more will be needed by 1960. The results of the survey bring out the fact that our Methodist related institutions of higher learning, along with all the other institutions of higher learning in our country, are straining to provide for the young people who seek the benefits of college and university training. The enrollment in 1946-47 was 208,665, representing an increase of 76% over 1941. During the past year the enrollment was 213,000. As a result of this survey, it was found that the following are the estimated needs of our Methodist colleges and universities for capital outlay:— (1) for rehabilitation—\$13,032,735; (2) for new buildings—\$110,000,000; (3) for additional endowment—\$150,000,000, making a total of \$273,032,735. While it is clearly recognized that the raising of so large a sum will require perhaps many years for its full realization, the facts and the challenge must be kept clearly before us.

Figures compiled only this year reveal convincingly that the spirit of philanthropy is still very much alive in our country. Larger universities are now confidently engaged in financial campaigns for vast capital outlays. Yale has a goal of \$90,000,000,—and Harvard has set a still higher goal. Two of our Methodist universities have only recently inaugurated campaigns to raise amounts totalling more than \$90,000,000. We in the church-related colleges will do well to cite two truths well proven throughout our history: first, American philanthropy is the fountainhead

which has produced that "reservoir of good will" of which Wendell Willkie wrote; and, second, the future of the private and church-related colleges in our country is inextricably interwoven with our free way of life. If one fails, then the downfall of the other will be inevitable. Our appeal for gifts is based on a firm, historically-established American foundation or principle and practice. If our needs be presented and the facts of Christian educational service are cited, the response will be certain and gratifying.

It is the earnest desire of all of us that Methodist educational services be kept within the reach of the masses of our people. The total costs of a college education have increased 74% since 1939. At the same time, student costs have advanced 41% over the same period. In 1939 the average student needed \$608 for annual expenses for the academic year. At the present time he needs \$806. If higher education should be restricted to those able to pay the bills, as one disastrous result, millions of young people would be denied its benefits. Yet we must face the realities of the situation. Endowment income now provides only 11% of the operating income of our Methodist colleges. Ways and means must be found whereby a larger percentage of regular operating income can be provided. One of the most important, significant developments of recent years has been the increase in financial appropriations for Methodist colleges by annual conferences. The total amount received by our colleges in 1946 from annual conference and general benevolences was \$1,178,106. The total current expenditures were \$40,026,162. Thus church gifts accounted for 2.5% of the budget.

Our colleges are in competition regularly with state-supported institutions. Both are necessary for the preservation and development of our democratic way of life. State-supported institutions have received during the past few years more than eight hundred million dollars for capital outlays, along with greatly increased annual appropriations by state governments. This is quite proper. We rejoice in their growth and development. It is certain that an increasingly large percentage of our student population will

be found on the campuses of our state-supported institutions of higher learning. At the same time, our church-related colleges must increase and improve their facilities if they are to keep pace with this growth and development in the total higher educational picture. Certainly, as the General Conference has clearly stated, "The Methodist Church must adopt a statesmanlike policy making it possible for every Methodist institution of higher learning to receive from its supporting conferences an income commensurate with the service rendered to the conference, to the church, and to the nation." While our colleges do not want to increase their income at the expense of some other cause, the fact is that our educational institutions are not now receiving the amounts essential for their work. Per capita giving of Methodists must be increased, in line with the recommendation adopted by the General Conference. When that goal is reached, our colleges will have an increase of \$4,500,000 in annual appropriations. The first remedy for the present unsatisfactory situation lies, therefore, with the immediate supporting constituency. Most fortunately the conferences are moving steadily and surely toward that goal.

We include in our planning for the quadrennium the counsel of the General Conference which instructed us to strengthen Wesley Foundations. It is still our policy to follow Methodist students wherever they go. We must see to it that the Wesley Foundations have all the support needed for their fullest development. Two emphases are found in the report on education in the North Central Jurisdiction. The first calls attention to the necessity for more adequate support. The other stresses the importance of a joint appeal. (I quote from that report): "Our North Central Jurisdiction will continue to develop new procedures in religion and higher education, looking to the creation of the Methodist Student Movement which includes both Methodist colleges and universities and Wesley Foundations. Despite the fact that there are 38 Wesley Foundations, 21 colleges and universities, and our great theological institute within the bounds of the jurisdiction, our facilities to carry out the program of higher education make it possible for

us to serve only a fraction of the Methodist youth of the upper Mississippi Valley with any degree of adequacy. The quadrennium before us calls for more buildings, increased endowment, added personnel, and more liberal current support that we will be the more able to prepare our youth for living in these days.

"To that end, we recommend an educational enterprise including mutual cooperation of all our educational agencies as a means of advancing the program, 'for Christ and His Church.' There is wisdom in such an approach. Our total educational enterprise must be taken into consideration and adequate provision therefor be made by all conferences."

President Goodrich C. White of Emory University, speaking at the Institute of Higher Education in Nashville last August, gave a similar emphasis. He said, "We must make our educational ministry through home and church more effective, especially to the multiplied thousands of our youth in Protestant homes who attend our state colleges and universities. Usually the approach is wide open: typically, the officials of state institutions welcome and encourage the programs of the churches on their campuses. It is our responsibility to be sure that these programs are something more than superficial and sentimental appeals to denominational loyalty."

In the third area, the General Conference made a specific recommendation: "That the Board of Education, in cooperation with the University Senate, move to make the ideals of the Commission on Objectives, as expressed in the episcopal address, a reality and, particularly, that part which states that these institutions stand deliberately for something in the field of religion and the practices that religion demand. There is a Christian world view, a Christian way of life, a Christian commitment to the Christian leader. The educational institutions related to the church, in addition to their educational services, must be evangelistic in the proper sense of that term. Without apology, the Methodist institution must seek to win its students to the Christ. Our schools must be Christian without apology

and Methodist with pride. Our faculties must be Christian in fact. Our efforts must be to make the students Christian just as truly as we try to teach them to think. We must seek to graduate Christians as certainly as we graduate doctors, lawyers, musicians. There must be an end to the negative liberalism which glories in non-sectarianism, which too often is non-everything in religion."

In his excellent book, "Education for Life," Dr. John O. Gross cites a fact of great timeliness as we face the problem of the Christian emphasis in our colleges. "The present moral and spiritual vacuum indicates that the world is open for the right sort of religious convictions. These are needed now, not only to expunge the life-destroying issues from the world, but also to create a culture characterized by peace and order. To create such a culture the church must make its sentiments become world convictions; therefore the principles associated with the making of a culture must be clearly understood by the church and sincerely utilized." Dr. Gross cites an editorial written by Dr. Charles Clayton Morrison, editor of "The Christian Century, in its edition of May 15, 1946 when he says that "the Protestant Church should confront the contemporary scene as if the Christianization of America depended, under God, upon it alone. Too long has Protestantism stood in awe of modern culture. Its sense of mission has been obfuscated by the messianic pretensions of science, by the prestige of public education, and by the benefits which technology and an ever enlarging state paternalism could confer upon people. A kind of sycophancy toward modern culture has drained off its militant vitality." Dr. Gross concludes with this significant statement: "The success our ancestors had in promoting the Christian faith to create and sustain life's values ought not to be overlooked by their sons if they are faithfully trying to establish a better world. A re-dedication to the faith of our fathers is mentioned here, not for a shibboleth but as a point of beginning."

It is the positive conviction of the writer of this paper that no better place can be found than the campuses of our Methodist colleges and universities to inculcate in the youth

of our generation those values which lie at the roots of our culture and which will produce now and in successive generations the continuance of our vital Christian faith. On our campuses the Bible is taught. Indeed, on most of our campuses the study of the Bible is obligatory for all students. On our campuses chaplains, personal counselors, and Christian faculty members are seeking day by day to exemplify the Christian way of life, thereby giving the best possible emphasis to its real value. More important than all else, the men who teach science, languages and literature, and the social sciences are imbued with the Christian philosophy of life. They teach the truth in these various areas of knowledge; but they teach more than scientific truths. They exemplify in their lives the Truth which underlies all knowledge. On our campuses we seek day by day to strengthen and perpetuate a Christian philosophy of life. A graduate of the college where we do the day's work said only a few days ago: "I have forgotten much if not, indeed, most of the truths about physics which I learned at the college. However, I have never forgotten Dr. Keeble, his scholarship not only, but also his profoundly Christian way of living."

Such an emphasis, such an interpretation of life is sorely needed in our time. Students are indeed confused in our colleges and universities. Following World War II, they have seen the foundations of life shaken. They are often without guide or compass. They need the sustaining faith of the Christian religion. On our campuses we believe that Christian higher education is providing a proper frame of reference. It is the education of the total man that we seek, physical, intellectual, social, moral, and spiritual. In our Methodist colleges and universities, we are seeking to give adequate attention to a well-rounded program of education. With the values of the intellectual enterprise we would not be in disagreement. Christian education must always be engaged in the search for truth. And yet, though knowledge is power, and it is the truth which makes men free, it is not intellectualism that we seek. The recent war gave us a strong reminder of the fact that knowledge is power,

that it can produce discipline of a very high order,—and yet bring defeat.

We must add to all these the supreme value: essential religion,—the continuing, unmistakable Christian emphasis. To unsettle the minds of students, to widen their horizon, to inflame their intellects, is not enough. In the Christian sense education must be conceived in terms of a spiritual process, for the goal is the development of personality through response to ever higher values. Without that dynamic unity of experience provided by religion, a sound mind in a sound body provided with an abundance of exact knowledge may lead to destruction. Sound religion can bring the student into relationship with a Reality far greater than his own powers. His response will be given in a firmly-grounded faith, in commitment, in the acceptance of moral demands. In such a manner—life and experience become unified, and a spiritual interpretation is given to all learning.

We dare to believe that the strongest ally which the church can find in our time is in our Methodist-related colleges and universities. Particularly can the church find needed assistance as it makes the emphases indicated by the recent General Conference for its quadrennial program, *the faith by which we live, and the church to which we give our loyalty*. The church and the college working together can produce that leadership which is so sorely needed in our time.

We who are members of this Board may well remind ourselves of the specific instructions given us by the General Conference. I quote from those official instructions: (We recommend) "that in view of the urgency of the situation the General Conference instruct its Board of Education, in addition to its normal procedures, to take exceptional steps: (a) to acquaint the church with the needs, opportunities, and distinctive qualities of Christian higher education; (b) to encourage enrollments for our institutions among our own youth, particularly those who have made life service commitments; (c) to promote adequate facilities for all

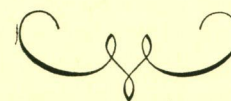
Methodist students desiring education in Methodist institutions; (d) to provide financial counselling to institutions and annual conferences for securing the resources needed for the development and maintenance of our educational institutions; and (e) to give special attention to the religious life of students in Methodist colleges and Methodist students on non-Methodist campuses."

I am sure that this Board will, in due course, set up those committees, take those steps, and give those specific instructions to its executive staff members which will serve effectively to carry out these instructions,—and that we will do it gladly. As one who has had the honor and the privilege of serving on this Board for more than eight years, I wish to testify to the effectiveness and faithfulness with which it has through its membership and its staff sought to carry out the will of the church and to give leadership in all areas of Christian education. We face serious problems in Christian higher education today,—particularly in view of the secularism and materialism so characteristic of our time, and in view of the oppositional forces which are arrayed against the development of the Christian way of life. Disastrous results which are always to be found in the wake of war are still clearly evident, and they are not without their poisonous effect in the lives of young men and young women in our colleges. However, we have the reassurance and strength which comes from the knowledge of our common purpose as through 128 Methodist institutions of higher learning we seek to bring to bear upon our time the Christian emphasis.

A few months ago, Dr. John R. Mott was asked, in a public forum, this question, "In the light of your leadership experience through nearly 70 years, What lesson would you now stress for Christian teachers?" Dr. Mott replied, "If I were living my life over again, I would live far more of my life with those who are learning to live through adolescence. Later is too late!"

Our church and its colleges can work together during the coming quadrennium on a Christian program which

reaches to the roots of our life and culture. The results will be of great value in our present chaotic world situation. They will be of far-reaching value in the longer ranges of our own and the world's life. For who can calculate the power and the values of even one life which has been intelligently and wholeheartedly committed to the Way which Jesus taught?



MILLSAPS COLLEGE BULLETIN

Jackson

Mississippi

PUBLISHED MONTHLY DURING THE COLLEGE YEAR BY
MILLSAPS COLLEGE, JACKSON, MISSISSIPPI

ENTERED AS SECOND CLASS MATTER NOVEMBER 21, 1916, AT THE POST OFFICE IN
JACKSON, MISSISSIPPI, UNDER THE ACT OF CONGRESS.

VOLUME XXXII

OCTOBER, 1948

NUMBER 2

PUBLIC LECTURES

and

CONCERTS

at

MILLSAPS COLLEGE

FOREWORD

Two years ago President Smith created a series of public lectures under the general title "Great Books." In this series the following lectures were given: "Plato", by Dr. A. P. Hamilton; "The Origin of Species", by Dr. W. E. Riecken; "Browning's Poetry", by Dr. M. C. White; "The New Testament", by Dr. Bond Fleming; "Cervantes and Don Quixote", by Prof. A. G. Sanders; "Thucydides", by Dr. V. L. Wharton; "Tom Paine and Common Sense", by Dr. R. H. Moore.

Last year the series appeared as four musical recitals. The following members of the department of Fine Arts participated: Theodore Russell, violin; Magnolia Coulet and Elaine Penn, voice and piano; Arthur Colaianni and Marjorie Trusty, oboe and piano and Eva Roberts, piano.

This year the series consists of lectures in the field in which the lecturer has a major interest. The title of each lecture with the date of delivery and a brief of content follows.

LECTURE ONE

October 18, 1948 — 8:00 P. M.

Subject: THREE EXODUSES FROM EGYPT

by Benjamin Ernest Mitchell
Professor of Mathematics



Slavery is not limited to men's bodies and to their wills. An idea may be held in bondage, aye, truth itself may be chained and denied to those who would know it. Thus not only were the ancient Hebrews held in bondage in ancient Egypt but also mathematics and music were held subservient to utilitarian purposes by that ancient civilization.

Thus we have Moses, Thales and Pythagoras going down into Egypt and bringing out, a people and their religion; a science, geometry; and an art, music.

To attempt to evaluate the contribution of any one of these three great products of the human spirit when set free is brought into strong relief when we consider how civilization would be pauperized if deprived of it. They have much in common. The goal of each is Truth.

LECTURE TWO

November 15, 1948 — 8:00 P. M.

Subject: THE HISTORY OF CHAMBER MUSIC

by Theodore Russell
Head of Department of Fine Arts



Chamber music has existed as an art form for the enjoyment of the musical connoisseur for the past three hundred years. Today, with the development of the radio and particularly of the phonograph, it is being discovered by a much larger group of people. They find that much of the best effort of the greatest composers has been put into this music for small groups of players.

This lecture will be illustrated with musical selections covering the range of the discussion. Mr. Russell will be assisted by Mr. and Mrs. Arthur Fielder, Miss Elaine Penn, and Mr. Arthur Colaianni, members of the faculty of the Department of Fine Arts.

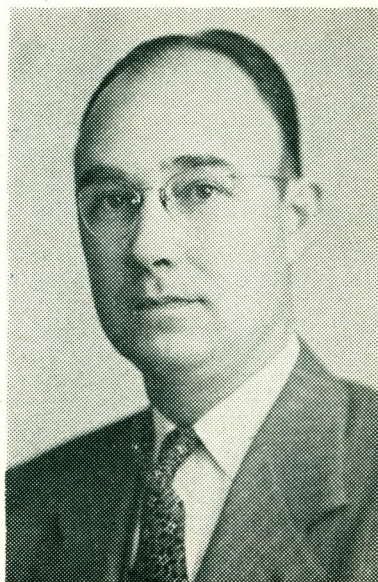
LECTURE THREE

January 10, 1949 — 8:00 P. M.

*Subject: INTERESTING, UNUSUAL, AND AMUSING
INCIDENTS IN MISSISSIPPI HISTORY*

by Doctor William D. McCain

*Director of the Department of Archives and History
of the State of Mississippi, Lecturer in
History at Millsaps College.*



The history of Mississippi has been extremely interesting and colorful. The purpose of this lecture is not to trace that history, but to direct attention to some of its highlights and to some of its unusual personalities. Mississippi has often provided leadership in educational and social reforms, such as movements for education for women, property ownership by married women, popular election of judges, and the abolition of imprisonment for debt. The state has furnished the nation with many distinguished political and military leaders. Some of its leaders have been extraordinary characters and a few, such as John M. Allen, have been humorists of considerable note. This lecture will touch upon distinguished leadership, outstanding incidents, and colorful personalities.

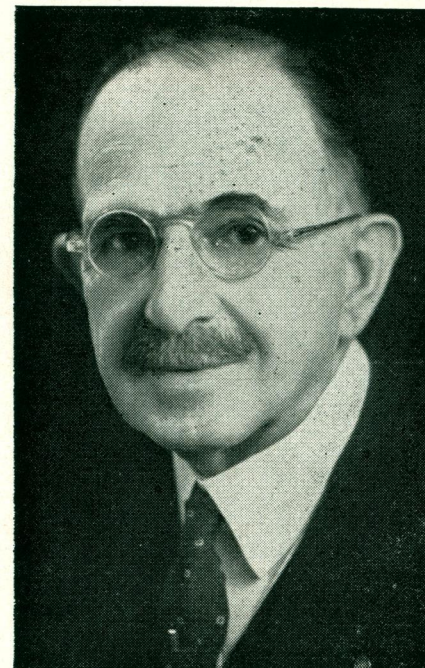
LECTURE FOUR

February 7, 1949 — 8:00 P. M.

Subject: A STORY FROM THE AGES

by John Magruder Sullivan

Professor Emeritus of Chemistry and Geology



Introductory statement.

Views of NATURE among the Ancients: Greeks and Romans.

Progress in geological knowledge during the Middle Ages. The rise of modern GEOLOGY during the 18th and 19th centuries.

The scope of GEOLOGY: Physical, Historical, Economic. The earth's three envelopes; three kinds of rocks; agents, processes, and features of the earth.

Geological time scale. Stratigraphy.

Fossils and their value. Correlation.

Economic materials.

Illustrations from geology of Mississippi—Jackson and vicinity.

Geology's evidence to Omnipotent Wisdom.

LECTURE FIVE

March 7, 1949 — 8:00 P. M.

Subject: AMERICAS EARLIEST BOOKS

by Mabel Benner Cobb
Professor of Spanish



Before the first voyage of Columbus to America, there existed in the Western Hemisphere some remarkable Indian civilizations, notable among which were that of the Inca empire in South America, and in North America those of the Mayas in Guatemala and Yucatan, of the Zapotecs and Mixtecs of southern Mexico, and of the Aztecs on the high central Mexican plateau. These Central American and Mexican Indians were far advanced in mathematics, astronomy, architecture, sculpture, and painting.

This lecture purposes to deal with a less well known phase of their culture, namely their literature, for, although they never developed phonetic writing, they did have books. First, the pre-Hispanic picture manuscripts. Second, those interesting books written in the native tongues in Roman script. And lastly, the works of native writers during the first two centuries of Spanish rule.

LECTURE SIX

April 4, 1949 — 8:00 P. M.

Subject: A PREVIOUS MISSISSIPPI REVOLT FROM
THE DEMOCRATIC PARTY

by James Sharbrough Ferguson
Professor of History



In the 1880's and 1890's farmers throughout the nation were disgruntled by state and national legislation that they regarded as pro-industrial in character. At the very time that farm prices were declining industrial prices were remaining high.

Southern farmers felt that the Democratic Party of Grover Cleveland was doing no more to alleviate agricultural distress than was the Republican Party. Farmer organizations in Mississippi first tried to liberalize the Democratic Party and, failing in that, they bolted to a third party—the People's Party. Out of the experiences of this party may be drawn some parallels with present political conditions.

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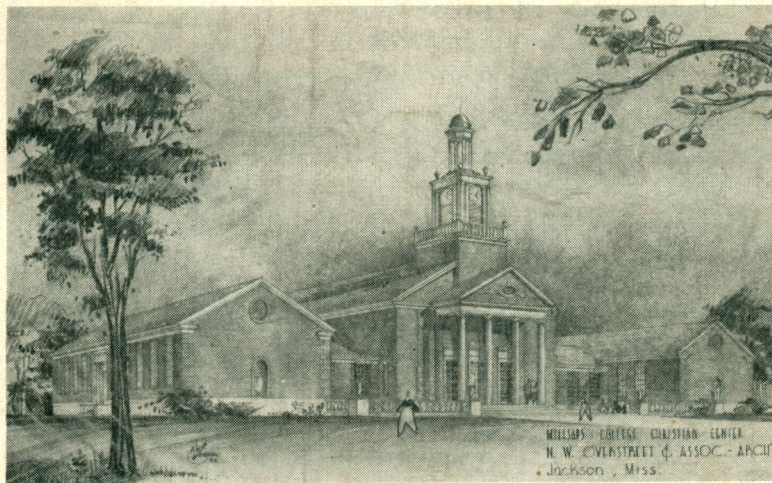
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VOLUME XXXII

DECEMBER, 1948

NUMBER 4

Alumni Edition



ARCHITECT'S DRAWING OF THE MILLSAPS CHRISTIAN CENTER

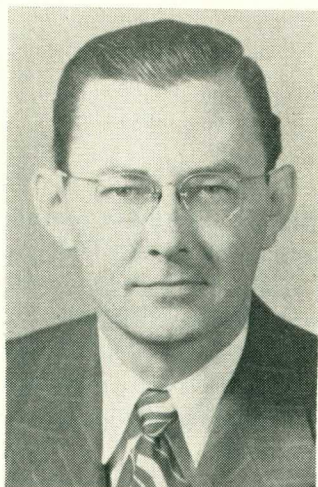
In this issue of the bulletin, Millsaps College is featuring the Alumni and the Alumni Association of the College. At the last meeting of the Association Mr. H. T. Newell, Jr. of Meridian, was elected to succeed W. S. Ridgway, of Jackson, as president. Other new officers chosen at the same meeting were as follows: Dr. James Cavett, Jackson, vice president; Mrs. J. W. Campbell, Jackson, vice-president; and Webb Buie, secretary-treasurer.

On the following page there is a letter written by Mr. Newell, addressed to all members of the Association. We feel that all our former students and alumni will be interested in this message from their president.

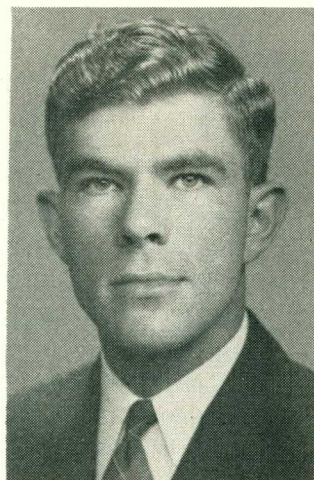
From time to time the college will issue an alumni edition of this bulletin. We are hereby urging all of you who have attended the college and those who are friends of the college likewise, to give us up to date information about former students. To that end, we have appended at the end of this bulletin a blank, which may be torn out and sent to the college with any information that you think is interesting and may be used in future issues.

M. L. SMITH, *President*

Officers of Alumni Association



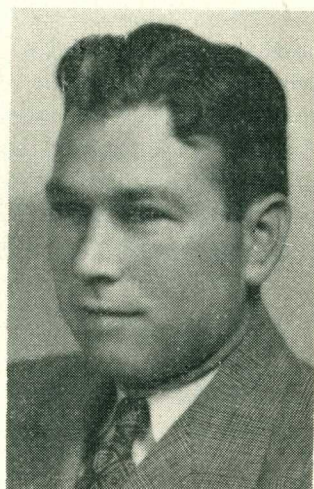
HARVEY T. NEWELL, JR.
President



DR. JAMES CAVETT
Vice-President



MRS. J. W. CAMPBELL
Vice-President



WEBB BUIE
Secretary-Treasurer

To the Members of the Millsaps Alumni Association:

The session just opened promises to be the greatest in Millsaps' History. Enrollment continues high. A highly skilled faculty, larger than any we have ever known, is hard at work maintaining Millsaps' high standards. Construction work is about to begin on several of the building projects, including the Christian Center and the President's home.

In the midst of such prosperity, we Alumni are apt to become complacent, but the truth is that the college needs us now more than ever before. Our Alumni Organization, unfortunately, has never been strong, and we lack the organized enthusiasm which means much to any college or university.

It is the hope of your officers that during this year, we can formulate some plans that will strengthen our organization and make it an effective force in helping Millsaps maintain its high standards. I feel that unless we can make this organization a worthwhile one, there is little reason for its continued existence.

We hope to have a plan to present to you during the year, and we shall be very happy to have comments and suggestions from any Millsaps alumnus or friend.

Sincerely yours,

(Signed) HARVEY NEWELL, JR.
President

Following is a statement by Mr. A. Boyd Campbell, class 1910, Treasurer of the College, which will be of interest to alumni and friends:

October 4, 1948

Dear Dr. Smith,

It is a pleasure to comply with your suggestion that it would be appropriate for the Treasurer of the Board of Trustees to have a communication in the December issue of the Millsaps Bulletin.

Our alumni and other friends of the college will doubtless be interested in the distribution of Endowment Fund investments. Accordingly, from the audit of June 30, 1948, based on a consolidation of all general and special endowment assets, I am listing the following schedule of investments:

Cash	1%
Collateral notes	1%
Stocks	5%
Residential property	6%
Bonds	22%
Business property	32%
Mortgage loans	33%
TOTAL	100%

Assuring you of my appreciation of your giving Bulletin space for a brief comment from the Treasurer's office, I am

Sincerely,

(Signed) A. B. Campbell, Treasurer

Among those who were graduated early in the history of the College, and whose career has been marked with conspicuous success is Mr. Wharton Green, class 1898, of the engineering firm of Carrillo and Green Associates—New York City.

The most remarkable engineering feat of this firm is the building of the World's largest airport, on Long Island.

In a recent letter Mr. Green has described for President Smith some of the details of this stupendous undertaking.—

October 10, 1948

Dear Doctor Smith:

Recently "Idlewild", the world's largest commercial airport, was officially opened. You, no doubt, read in the papers of the presence on that occasion of President Truman and Governor Dewey, also an audience of 215,000. As you know, my firm has been the designing and construction engineers on this undertaking since its inception seven years ago.

Enclosed are clippings concerning the construction of this airport. Although primarily technical, I believe these will interest you, particularly the illustrations. The pictures and text (except with regard to operation and maintenance) are from our files.

The work performed to date has cost \$68,000,000., when the undertaking is completed some five years hence the total cost will aggregate \$200,000,000.

When I graduated from Millsaps just fifty years ago, by no stretch of the imagination did I ever expect to have a part of one of the principals in such a novel and huge engineering operation.

Sincerely,

(Signed) Wharton Green

On the first page of this issue of the bulletin appears the architect's drawing of the Millsaps Christian Center. The funds for this building have been accumulating since 1944, when, upon one day in June almost \$125,000 was raised. The figure closely approaches \$250,000 at the present time.

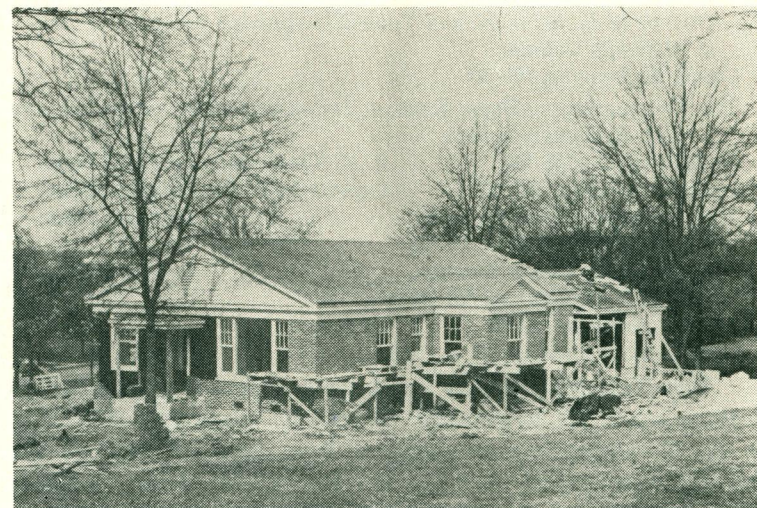
The old home of the President has recently been moved to an adjacent lot, and ground will be broken on the lot thus vacated about April 1st of this year.



R. L. EZELLE
Chairman of the board of trustees
and the man most responsible for
the Christian Center.

A new home for the President is in process of construction and will be occupied in the Spring by President and Mrs. Smith.

Immediately following is a cut of this new home as it looks now:



From the beginning of its history the College has enjoyed a continuing support from many families, who have sent their children "unto the third and fourth generation". For instance in the present student body there are two young men of the third generation of the W. B. Jones family.

In this issue we are featuring two such families: the Swayzes and the Hollomans.

Others will be featured from time to time.

Below several generations of Swayzes are represented besides collateral connections of the family.

Dr. N. L. Swayze, 1897-'98	Dentist	Deceased
C. C. Swayze, '02-'04	Farmer	Benton, Miss.
Jennie Beth Swayze, '27-'29	Librarian	Columbia, Miss.
Carl Lee Swayze Gaskin, '31-'33	Housewife	516 W. 34th St. Houston, Texas
Grady B. Swayze, '09-'10		
H. S. Swayze, '32-'33	Farmer	Benton, Miss.
Margaret Murphy Swayze (wife of Harris Swayze) '35-'37	Housewife	Benton, Miss.
Meade Swayze Nichols, '24-'27	Housewife	428 Stonewall St. Memphis, Tenn.
Henry G. Swayze, '23-'25		
Catherine Butler Swayze, '40		Benton, Miss.

Richard Swayze, 1896-97 Retired Benton, Miss.
(father of M. B., O. H. and Yandall), attended preparatory school
at Millsaps College

Curtis M. Swayze, '23-'27

The Fleming boys—Hays, Edward, James and Gene—were the sons
of O. H. Swayze's aunt

M. B. Swayze, '22-'26 R. E. Kennington Jackson, Miss.

Orrin H. Swayze, '23-'27 Capital Nat'. Bk. Jackson, Miss.

Mrs. Elizabeth Knox Swayze, Jackson, Miss.
wife of M. B. Swayze, '27-'31

Mrs. Catherine Power Swayze, Jackson, Miss.
wife of O. H. Swayze, '23-'27

Yandall Swayze, '23-'25 Farmer Benton, Miss.

Mrs. Yandall Swayze, '37 & 1940 Benton, Miss.

The Holloman family has been associated with Millsaps
College since its beginning. Recently when Dr. and Mrs.
T. B. Holloman were taking a few days of rest at the
Baptist Hospital in Jackson we found out about members
of the family that have graduated from Millsaps College.
This information is as follows:

Bascom (class '26) is in the automobile business at Senatobia

Carson (class of '30) is in the automobile business at Batesville.

Mrs. Edwin Hubbard (Mary Louise '38) lives in Yazoo City.

Fielding (class '40) is in business at Columbia, South Carolina
and his address is 3213 Michigan Street.

Garland (class '40) is a Methodist preacher in the North Mis-
sissippi Conference, and is stationed at Lake Cormorant.

These boys and their sister represent the latest genera-
tion of the family. But Wynn Holloman, class 1900, of
another generation, lives in Alexandria, La.

RECENT PUBLICATIONS OF ALUMNI

Mrs. Bertha Ricketts Sumner has led the list of Authors
among the alumni for some years, latterly with *Quality*, a
novel of the Southern Scene.

Recently added to this list are the names of Rufus
Terrell, attended 1925, author of *The Missouri Valley*—
Yale Press, 1948, and William Ross, class 1942, *Berlin's*
Reparation Assignment—University North Carolina, 1947.
And still later is the name of David Donald, class 1941, who
is on the faculty at Columbia University and whose book
Herndon's Lincoln—Alfred A. Knoff, 1948, was recently
reviewed in the New York Times Magazine.